

Washington State K-12 Learning Standards for English Language Arts (2024)

Founded in 2007, Great Minds PBC has evolved from an education advocacy start-up to a respected curriculum developer providing the highest-quality materials and professional development to schools and districts nationwide. In pursuit of its goal of raising expectations for every student, Great Minds® enlists educators to write curricula based on proven learning strategies to reward students' natural curiosity, build knowledge, and cultivate lifelong critical-thinking skills. Writing teams collaborate to ensure a consistent structure and vision for learning within and across all grade levels. We are pleased to bring you our newest kindergarten through grade 5 foundational skills offering, *Arts & Letters™: Reading Foundations*.

Reading Foundations provides systematic, explicit instruction in the foundational reading skills students need to become proficient, confident readers. Grounded in the Science of Reading, lessons develop phonological and phonemic awareness, phonics, word recognition, and fluency in the early grades, advancing to morphology, advanced spelling, and reading multisyllabic words in grades 3–5. The program builds the decoding and word-analysis skills students rely on to read increasingly complex texts. The curriculum provides guidance for supporting all learners at key moments in the lessons.

Each grade in *Reading Foundations* contains 160 lessons, comprising a full year of instruction. *Reading Foundations* was intentionally designed to be implemented alongside *Arts & Letters: Language Arts*, the knowledge-building English language arts core. Together, the two programs form a comprehensive literacy block in which students learn foundational skills and immediately apply them to rich, knowledge-building texts—building both strong reading skills and deep knowledge. Through this strategic integration, students can successfully achieve the proficiencies of Washington standards while benefiting from the coherent, research-based design of *Arts & Letters*. A detailed alignment analysis between Washington standards and *Reading Foundations* follows.

Reading

Foundational Skills

Washington Standards	Aligned Components of <i>Reading Foundations</i>
ELA.1.R.1 Students know and apply the basic features of print and how it is organized.	Grade 1, Lessons 3–17, 19–27, 29–31, 33–41, 43–47, 49–51, 53–57, 59–67, 69–71, 73–81, 83, 84, 86, 87, 90, 91, 93, 94, 96, 97, 100, 101, 103, 104, 106, 107, 110, 111, 113, 114, 116, 117, 120, 121, 123, 124, 126, 127, 131, 132, 134, 135, 137, 141, 142, 144, 145, 147, 151, 152, 154, 155, 157
ELA.1.R.1.a Recognize, name, and print the lowercase and uppercase letters.	Grade 1, Lessons 3–5, 7–8, 10–11, 13–18, 20–21, 23–24, 26–27, 30–31, 33–34, 36–37, 40–41, 43–44, 46–47, 50–51, 53–54, 56–57, 60–61, 63–64, 66–67, 70–71, 73–74, 76–77, 80–81, 83–84, 86–87, 90–91, 93–94, 96–97, 100–101, 103–104, 106–107, 110–111, 113–114, 116–117, 120–121, 123–124, 126–127, 131, 134, 137, 141, 144, 147, 151, 154, 157 <i>Reading Foundations</i> addresses recognizing and naming lowercase and uppercase letters in Kindergarten. Kindergarten, Lessons 9, 15, 19, 22, 25, 29, 35, 38, 39, 45, 49, 55, 59, 62, 65, 69, 75, 78, 79
ELA.1.R.1.b Recognize and use the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Grade 1, Lessons 5–6, 8, 11–12, 14–15, 17, 21, 24, 27, 31, 34, 37, 41, 44, 47, 51, 54, 57, 61, 64, 67, 71, 74, 77, 81, 84, 87, 91, 94, 97, 101, 104, 107, 111, 114, 117, 121, 124, 127, 131–132, 134–135, 137, 141–142, 144–145, 147, 151–152, 154–155, 157 <i>Reading Foundations</i> addresses the first word in Kindergarten. Kindergarten, Lesson 81
ELA.1.R.2 Students know and apply how sounds, syllables, words, and silence function in speech (phonological awareness).	Grade 1, Lessons 2–17, 20–27, 29–37, 40–47, 49–57, 60–67, 69–77, 80–87, 89–97, 100–107, 109–117, 120–127, 129–137, 140–147, 150–157
ELA.1.R.2.a Recognize, segment, blend, and count the syllables in spoken words.	Grade 1, Lessons 2, 103–108, 110–118, 120–122

Washington Standards	Aligned Components of <i>Reading Foundations</i>
ELA.1.R.2.b Recognize, isolate, blend, and count initial, medial, and final sounds (phonemes) in spoken single-syllable words.	Grade 1, Lessons 2–17, 20–27, 29–37, 40–47, 49–57, 60–67, 69–77, 80–87, 89–97, 100–107, 109–117, 120–127, 129–137, 140–147, 150–157
ELA.1.R.2.c Orally produce single-syllable words by blending individual sounds (phonemes), including consonant blends.	Grade 1, Lessons 2, 4–17, 20–27, 29–37, 40–47, 49–57, 60–67, 69–77, 80–87, 89–97, 100–107, 109–117, 120–127, 129–137, 140–147, 150–157
ELA.1.R.2.d Add, delete, or substitute individual sounds (phonemes) in simple words to form new words.	Grade 1, Lessons 26, 29–30, 40, 46, 49, 56, 69, 89, 93, 96, 109, 123, 129
ELA.1.R.3 Students decode words accurately by applying grade-level phonics and word analysis skills.	Grade 1, Lessons 1, 2, 4–138, 140–148, 150–158
ELA.1.R.3.a Produce the sounds for short and long vowels, consonants, and use them to decode regularly spelled one-syllable words.	Grade 1, Lessons 1–2, 4–77, 79–127, 129–138, 140–148, 150–158 <i>Reading Foundations</i> addresses sound-production content (consonants, long/short vowels) in Kindergarten. Kindergarten, Lessons 19, 78, 119, 128
ELA.1.R.3.b Know the spelling sound-correspondence for common consonant digraphs (e.g., “ch,” “sh,” “th,” “wh”).	Grade 1, Lessons 1, 2, 6–9, 11–17, 19–29, 31–59, 61–107, 109–118, 120–128, 130–138, 140–148, 150–158
ELA.1.R.3.c Recognize and apply knowledge of CVC and silent –e (CVCe) patterns for representing long vowel sounds (e.g., “cake,” “bike”).	Grade 1, Lessons 4, 5, 7–17, 20–27, 30–37, 40–47, 50–58, 60–71, 73–97, 99–111, 113–117, 119–124, 126, 127, 130–138, 140–148, 150–158

ELA.1.R.3.d Recognize and apply the understanding that every syllable must have a vowel sound.	Grade 1, Lessons 63, 66, 70, 73, 103, 104, 106, 110–117, 120–122, 124
ELA.1.R.3.e Decode regularly spelled two-syllable words by breaking them into syllables and applying known spelling patterns (e.g., “robin”).	Grade 1, Lessons 22, 25, 31, 32, 42, 52, 55, 61, 62, 64–67, 70–75, 77, 80–82, 84, 85, 87, 91, 92, 94, 95, 97, 100–107, 110–117, 120–122, 124–127, 130–138, 140–148, 150–158
ELA.1.R.3.f Add, delete, or substitute letters and common spelling patterns (word families) to form new words and demonstrate how patterns change pronunciation or meaning.	<i>Reading Foundations</i> partially addresses this standard; the program does not explicitly address how patterns change pronunciation or meaning. Grade 1, Lessons 26, 30, 40, 46, 56, 93, 96, 123
ELA.1.R.3.g Read words with inflectional endings (e.g., “-s,” “-ed,” “-ing”).	Grade 1, Lessons 4–17, 20–27, 31, 32, 34, 35, 37, 42, 44–47, 50–55, 57, 60–67, 70–77, 80–87, 90–97, 100–105, 107, 110–112, 114, 115, 117, 120–127, 130–138, 140–148, 150–158
ELA.1.R.3.h Recognize and read irregularly spelled words (e.g., “said,” “was”).	Grade 1, Lessons 1, 2, 4–138, 140–148, 150–158
ELA.1.R.3.i Read high frequency words with increased accuracy and automaticity.	Grade 1, Lessons 1, 2, 4–138, 140–148, 150–158
ELA.1.R.3.j Read simple sentences and short paragraphs with increasing fluency, using self-monitoring to ensure accuracy and self-correct when errors are noticed.	Grade 1, Lessons 1, 2, 5, 6, 8, 9, 11, 12, 14, 15, 17, 21, 22, 24, 25, 27, 31, 32, 34, 35, 37, 41, 42, 44, 45, 47, 51, 52, 54, 55, 57, 61, 62, 64, 65, 67, 71, 72, 74, 75, 77, 81, 82, 84, 85, 87, 91, 92, 94, 95, 97, 101, 102, 104, 105, 107, 111, 112, 114, 115, 117, 121, 122, 124, 125, 127, 131, 132, 134, 135, 137, 141, 142, 144, 145, 147, 151, 152, 154, 155, 157